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of many of the excellencies and only a few of the defects of our American system of technical education.

L'éducation, revue trimestrielle illustrée d'éducation familiale et scolaire.

Edited by GEORGES BERTIER. Paris: Vuibert et Nony, 1909. Vol. I, No. 1, March, 1909. Foreign subscription, Fr. 6.50.

The appearance of a new magazine always suggests the question: "What is the need for such a publication?" The editor of *L'éducation* attempts to forestall this question in the opening paragraph of his first number. The real truth is that France has no *Educational Review*. She is far more adequately supplied with periodicals that deal with special phases or degrees of education even than we in America, but there is nothing of a general nature.

The new review, starting as a quarterly but with a veiled prophecy of becoming a monthly in 1910, is an attempt to satisfy this need. It aims to be a kind of educational clearing-house through which its readers may keep in touch with the progress of educational thought and activity. Furthermore, it promises to be an international review, and the assured co-operation of English, German, and American collaborators seems to indicate that this promise will be fulfilled. It also presents an appeal to parents as well as teachers, but it is rather difficult to see how it will attract many of the former among its readers. Questions of politics and religion are rigorously to be tabooed.

The fact that the editor is M. G. Bertier, the successor of the late M. Demolins as director of the École des Roches (see *Elementary School Teacher* for January, 1906) might seem to suggest that *L'éducation* is interested in carrying on a propaganda for the so-called "new education" as typified by schools like Abbotsholme and Bedales in England, the École des Roches and the Collège de Normandie in France, and the *Landerziehungsheime* in Germany. In fact the names of the directors of the last four of these schools appearing on the list of patrons and collaborators would seem to lend credence to this belief.

L'éducation sets before itself a threefold purpose: to present several original articles on topics of lively interest; to give the progress of educational events, including here summaries of other publications, communications, etc.; and finally, to print analyses and reviews of educational books, old as well as new, from French, German, English, and on occasion from other languages. In proposing "to pass unnoted no fruitful method, no suggestive book, no object of real use, no interesting essay," the editor is setting up an ideal sufficiently high to satisfy the most ambitious.

The titles of the original articles in the first number will give a more comprehensive notion of the scope of the magazine: "Intellectual Education;" "A Geography Lesson in the Light of a Recent Cataclysm" (the earthquake in Sicily); "The Balance Sheet of the Programme of 1902;" "The Teaching of Drawing;" "Sex Education in the School;" and "Fundamental Principles of the *Landerziehungsheime*." This first number is decidedly interesting. The editor has set a standard here that will be by no means easy to maintain.

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